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Analysing SRL in an online collaborative environment: a case study in teacher education

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[Save to EndNote, RefMan, ProCite](#) [more options](#)**Author(s):** Dettori G, Giannetti T, Persico D**Editor(s):** Chiazese G; Allegra M; Chifari A; Ottaviano S**Source:** Methods and Technologies for Learning **Pages:** 67-73 **Published:** 2005**Times Cited:** 0 **References:** 6  [Citation Map](#)**Conference Information:** 1st International on Methods and Technologies for Learning
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Abstract: This paper focuses on the acquisition of abilities of self-regulated learning (SRL) within online collaborative environments. We analyse one such environment, prepared and used for a teacher training course, and evaluate a priori its SRL potentialities by using an evaluation tool worked out within the TELEPEERS European project. This analysis leads us to understand that, with online collaborative environments, it is necessary to distinguish which aspects depend on the underlying software platform and which depend upon the configuration and learning activities built on top of it. Then we evaluate whether trainees working in this environment actually acquired SRL abilities, by performing an a posteriori qualitative analysis of the interactions among the subjects involved in the course. The evidence reported shows that good results were achieved for all aspects of SRL, considering that the software platform mostly contributes to results related to social aspects, while the specific configuration adopted, course design and implementation strongly influence the achievement of positive outcomes in terms of meta-cognitive, emotional and motivational aspects.

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